Government: Control or Leadership?

*1984* & *Brave New World (BNW*) Unit

How much control should a government be allowed over its citizens?  
What is the governments’ impact on our everyday life?  
How do we evolve as a society?

Junior English

Designed by: Stephanie Deaver

CI 454E

1st Semester, 2014

Government: Control or Leadership?

As young adults in our society, students need to understand when a government is corrupted versus attempting to do what is best for its citizens. Using the texts *1984* by George Orwell and *Brave New World* by Adonis Huxley, students will explore different types of government and their impact on their societies.

The unit will begin by introducing students to corrupted governments through the short story and film *Harrison Bergeron.* This will show students how far a government may be willing to go to maintain control over its citizens. By familiarizing students with totalitarianism governments, this will prepare them for reading the novels *1984* and *Brave New World*. By providing students with both the print and video forms, students will be exposed to different forms of media, and be able to analyze differences between the text and the film versions.

During the novels *1984* and *Brave New World*, students will be expected to complete study guides for each section/ chapter. This will guide students in their understanding of the novels and provide me with understanding of their comprehension throughout the unit. These will be checked each day at the beginning of class to document where students are in their reading, and to prevent anyone from falling behind in the class.

Students will also be expected to demonstrate their technical writing skills during the unit through their uses of a KWL Chart, Reader Response Journals, and a final paper at the end of the unit. These assignments are designed to measure students understanding throughout the unit as we complete these novels. The KWL Chart will be checked periodically to ensure that students are following along during the in-class activity; the Reader Response Journals will be a continuing activity throughout the unit, more-so a long-term project for students to complete and analyze their understandings of the texts. This will allow students to write down any predictions, questions, or feelings they have about the novels as they come across these in their readings. By documenting these questions and ideas when they happen, students will be able to look back on their journals while writing their final paper and pinpoint specific areas in the novels where they should draw focus from.

For their unit paper, students will be expected to compose a 2-3 page MLA paper. This assignment is designed to help students with their technical writing abilities, and to teach them how to write using proper MLA guidelines. By working with students throughout the year, they will further develop their writing abilities and grow into better writers.

Government is a major concern in our society. How does one know when the government is doing what is best? How can one tell if they have been corrupted by the amount of power they hold in their hands? Can anyone stop a government from going to far? In this unit, students will ask these questions of the texts assigned, and learn what they can do if there is ever an uncertainty.

**Unit Title: Government: Control or Leadership? 11th grade English**

**Major Texts (print and non-print)**

**Novels**

* *1984* by Georoge Orwell
* *Brave New World*  by Adonis Huxley

**Short Stories**

* “Harrison Bergeron” by Kurt Vonnegut, Jr.

**Videos/Film (clips)**

* “Harrison Bergeron” <https://www.youtube.com/watch?v=XBcpuBRUdNs>
* “Apple *1984* Super Bowl Commercial” <https://www.youtube.com/watch?v=2zfqw8nhUwA>

|  |  |
| --- | --- |
| **Stage 1 – Desired Results** | |
| **Established Goals (NCTE/IRA Standards)**  Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.  Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.  Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.  Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). | |
| **Established Goals (State Standards – Kansas College and Career Ready Standards):**  Reading Standards for Literature: Grade 10  RL.9-10.2- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  RI.9-10.7- Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.  W.9-10.1b- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.  W.9-10.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |
| **Essential Questions:**   * What is the governments’ impact on our everyday life? * How much control should a government be allowed over its citizens? * How do we evolve as a society? | |
| ***Students will know. . .***   * Figurative language: simile, metaphor, personification, hyperbole, symbolism, and imagery. * Theme * Plot * Literary elements * Close reading strategies * Brushstrokes: vivid nouns and verbs, participial phrases * Definition and examples of palindromes * Effects and causes of illiteracy on a large scale and for individuals | ***Students will be able to. . .***   * Compare and contrast motivations of literary characters from different historical eras. * Analyze character traits w/ textual support. * Evaluate structural elements of plot. * Trace the development of an author’s argument. * Compare and contrast genre characteristics. * Evaluate organizational structures and textual features in informational texts. * Acquire and use new vocabulary in the context of our readings and discussions. * Write clear, coherent text that develops a central idea or tells a story, with consideration of audience and purpose, using a process approach to writing. * Listen carefully and critically and respond appropriately to oral communication. * Write persuasive text using outside sources to back claims. |
| **Stage 2 – Assessment Evidence** | |
| **Performance Tasks:**   * As a means to demonstrate their understanding of the texts and media and how they share similarities, students will compose an essay arguing for or against total government control.   Evaluation Criteria:   * Six-trait persuasive writing rubric | **Other Evidence:**   * Quizzes/test over texts * Observation during small-group and whole-class discussions |
| **Stage 3—Learning Plan** | |
| **Learning Activities:**   * Value Line Discussion: Moral issues in *1984* by George Orwell * Explain the meaning of *Propaganda* by bringing in copies of posters and newspaper clippings   + Have students review each piece and write a paragraph over one they find particularly interesting * Word wall (and discussions about key terms) related to texts and government (utopia, prodigious, officious, evocation, nebulous, sordid, protuberant, etc.) * Participate in in-class discussions about the videos shown in class – *Harrison Bergeron*, Apple Super Bowl Commercial * Reader Response Journals for each text – vocabulary, predictions, responses, questions * MRP artifacts, writer’s workshops, and feather circles: How would you survive in the situation of Winston in the beginning of the novel? Would you pretend to spare yourself being caught, or would you act out? Would you choose helping the “greater good” or sacrificing your intelligence to continue living with your family? Compare your choice with that of Harrison Bergeron. * Compare/contrast survival strategies of Harrison Bergeron, Winston, and John.   Resources to consult in planning:   * YouTube videos * Teachers Pay Teachers | |

Total Government: Control or Leadership?  
Unit Final  
(70 points)

Multiple Choice   
(2 points each)

1. In what country does Brave New World take place?
   1. Britain
   2. Ireland
   3. Sweden
   4. United States
2. How many main castes are there?
   1. 3
   2. 4
   3. 5
   4. 6
3. Winston is afraid of
   1. Dogs
   2. Rats
   3. Slugs
   4. Worms
4. What color outfits do Delta babies always wear?
   1. Black
   2. Green
   3. Khaki
   4. Orange
5. Julia is a member of the
   1. Brotherhood
   2. Inner Party
   3. Junior Anti-Sex League
   4. Spies

Give a short response to the following questions   
(5 points each)

1. How are the children conditioned to associate pleasant thing with death? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Why is the Bokanovsky's process one of the major instruments of social stability? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Why was Helmholtz reported to the principal by his students? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Describe the two people the main character sees just before the Two Minutes Hate. What does he think of each of them? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Essay Question (choose one, circle your choice, and respond)

(20 points)

1. In both 1984 and BNW, how does controlling love and relationships aid in maintaining a totalitarian society?
2. ­­­­­­­­­­­­­­­­­­­­­­­­Explain, with reference from the text, why Brave New World is clearly a discussion about the juxtaposition of truth and happiness.

Match the definition with each word   
(1 point each)

1. Beseech \_\_\_\_\_\_\_\_\_\_\_\_
2. Contrived \_\_\_\_\_\_\_\_\_\_\_\_
3. Delirium \_\_\_\_\_\_\_\_\_\_\_\_
4. Digression \_\_\_\_\_\_\_\_\_\_\_\_
5. Disdainful \_\_\_\_\_\_\_\_\_\_\_\_
6. Equivocal \_\_\_\_\_\_\_\_\_\_\_\_
7. Feral \_\_\_\_\_\_\_\_\_\_\_\_
8. Formidable \_\_\_\_\_\_\_\_\_\_\_\_
9. Implicate \_\_\_\_\_\_\_\_\_\_\_\_
10. Incredulous \_\_\_\_\_\_\_\_\_\_\_\_
11. Infallible \_\_\_\_\_\_\_\_\_\_\_\_
12. Inscrutable \_\_\_\_\_\_\_\_\_\_\_\_
13. Interminable \_\_\_\_\_\_\_\_\_\_\_\_
14. Intermittent \_\_\_\_\_\_\_\_\_\_\_\_
15. Listless \_\_\_\_\_\_\_\_\_\_\_\_
16. Multifarious \_\_\_\_\_\_\_\_\_\_\_\_
17. Obsolete \_\_\_\_\_\_\_\_\_\_\_\_
18. Palpable \_\_\_\_\_\_\_\_\_\_\_\_
19. Profound \_\_\_\_\_\_\_\_\_\_\_\_
20. Proliferate \_\_\_\_\_\_\_\_\_\_\_\_
21. A doubtful nature or character; questionable; suspicious
22. A state of violent excitement or emotion
23. Absolutely trustworthy or sure
24. Beg eagerly for
25. Causing fear, apprehension or dread
26. Capable of being touched or felt; tangible
27. Disinclined or indisposed to believe; skeptical
28. Existing in a natural state, as animals or plants; not domesticated or cultivated; wild
29. Having or showing little or no interest in anything
30. Incapable of being investigated, analyzed, or scrutinized; impenetrable
31. Incapable of being terminated; unending
32. Little or no interest in anything
33. No longer in general use; fallen into disuse
34. Numerous and varied; greatly diverse or manifold
35. Obviously planned or forced
36. Scornful
37. Stopping or ceasing for a time; alternately ceasing and beginning again
38. The act of digressing
39. To imply as a necessary circumstance, or as something to be inferred or understood
40. To increase in number or spread rapidly and often excessively
41. Unending

*1984* & *Brave New World* Final Paper Assignment

Due: \_\_\_\_\_\_\_\_\_

After final in-class discussions, you will compose a 3-5 page paper arguing for or against government control. All papers should be double spaced, 1” margins, Times New Roman 12pt. Font. All papers are due at the beginning of class on the due date. 10% deduction will be applied per day late up to a maximum of 50%. If for any reason, you are unable to be present in class, the paper MUST be e-mailed to me by 8 am. Be sure to cite all resources consulted in the composing of the essay! Also, you must cite from both text and at least two outside sources, and include a minimum of 8 quotes within the paper. All essays should adhere to MLA standards. Any plagiarism will result in automatic failure of the assignment, and a referral to the office.

Select one of the themes below to compose your essay over:

* What are some of the benefits/disadvantages of having an all-controlling government?
* Do you think one or both of the societies will be able to continue indefinitely? Explain.
* What are the ramifications, or consequences, of brainwashing and conditioning the people of a society as portrayed in these novels?

Point Break Down for Final Paper

Proper outline 20 pts

-Should be a complete outline with all main topics supported with at

least   
2 sub-topics

Suitable draft for peer review workshops 20 pts

-Bring a full draft of essay to class to workshop with peers

Final Copy 60 pts

-Paper should follow MLA guidelines

-All quotes should be properly formatted according to MLA guidelines

-Final page of paper should have the works cited page

-Paper should be ready for publishing, with almost no errors, and those that are there are minimal and hard to spot  
-Paper should meet the guidelines described on the attached grading rubric

-Staple the peer edited draft and the outline behind the final copy of paper

-2 points given for having it ready to hand in by class- time on the due day

-10 points extra credit if vocabulary words are properly used throughout the paper (minimum of 10 words to receive credit)



**Study Guide for *1984* Test**

SHORT ANSWER STUDY GUIDE QUESTIONS WITH ANSWERS

*Copyright 2006 Teacher's Pet Publications, Inc.*

**Section One: Chapters I, II, III**

1. Who is the main character? Briefly describe the main character.

The main character is Winston Smith. He is about thirty-nine years old.

2. What is the setting of the novel? Give the country and the city.

The novel is set in and around London, which is the main city of Airstrip One,

a province of the country of Oceania.

3. What are the three slogans of the Party? Write them the way they are shown in the novel.

WAR IS PEACE

FREEDOM IS SLAVERY

IGNORANCE IS STRENGTH

4. What does the caption on the posters say?

BIG BROTHER IS WATCHING YOU.

5. Name each of the Ministries and explain its function. Also include the Newspeak

name for each ministry.

The Ministry of Truth, or Minitrue, is concerned with news, entertainment, education, and the fine arts. The Ministry of Peace, or Minipax, is concerned with war. The Ministry of Love,

or Miniluv, maintains law and order. The Ministry of Plenty, or Miniplenty is responsible for

economic affairs.

6. What date does the main character record?

April 4, 1984

7. Describe the two people the main character sees just before the Two Minutes Hate.

Tell what he thinks of each of these people.

He sees a girl of about age 27 who works in the Fiction Department. She looks like the ideal

young Party member. Winston feels uneasy and hostile whenever he sees her. The other

character is a man named O’Brien. He is a member of the Inner Party and does some kind of

very important work, although Winston does not know exactly what it is. Winston is attracted

to O’Brien. He thinks O’Brien is someone he could talk to.

8. Explain the importance of Emmanuel Goldstein. Also describe the way his image looks.

Emmanuel Goldstein is the Enemy of the People. He had been a leading member

of the Party but then turned traitor. All crimes against the Party are attributed to

his teaching. His image is shown on the telescreen and on posters to create hatred

among Party members. He looks Jewish with fuzzy white hair and a goatee beard.

His nose is long and thin. He wears glasses. He supposedly commands an army of

conspirators called The Brotherhood.

9. Explain the importance of Big Brother. Also describe the way his image looks.

Big Brother is the leader of the Party. He has black hair, a black mustache, and

looks calm and powerful.

10. What crime does the main character commit? How does he do this? What is the punishment?

Smith commits Thoughtcrime when he opens the diary and when he writes “DOWN WITH BIG BROTHER” in it. The punishment is vaporization.

11. What is the telescreen and how is it used?

The telescreen is a large screen that sends and receives images and sounds at the same time.

Telescreens are in all workplaces and homes. The Thought Police regularly monitor them.

12. Describe thoughtcrime and give an example.

Thoughtcrime is thinking anything against the Party. Orwell describes it as “the essential crime that contained all others in itself.” Thoughtcrime could not be concealed forever. Eventually the Thought Police would get whoever committed thoughtcrime. Winston committed an act of thoughtcrime when he wrote in his diary.

**Section One: IV, V, VI**

1. What happens to the rewritten news articles after Winston puts them into the pneumatic tube?

Why is this significant?

An edition of the Times is reprinted to include the revisions. Then the original edition is destroyed. In this way, the past is always kept up to date with the present. All predictions made by the Party are always correct.

2. Winston thinks that what he does is not forgery. What does he think it is?

Winston thinks it is the substitution of one piece of nonsense for another. The material has no connection with the real world.

3. What is Winston’s greatest pleasure in his life, and why is it so?

His greatest pleasure is his work. He thinks he is good at the type of rewriting that he has to do.

4. Describe the aim of Newspeak and how it works.

The main aim of Newspeak is to narrow the range of thought. Newspeak is the only language that destroys words instead of adding new ones. The vocabulary continually gets smaller. When the Eleventh Edition of the Newspeak Dictionary is finished, every needed concept will be expressed by exactly one word. All meanings will be rigidly defined. It will become impossible to commit Thoughtcrime.

5. What is Syme’s observation about Winston’s appreciation of Newspeak?

Syme says that Winston does not really appreciate Newspeak, even though his written articles are good enough. Syme thinks Winston still thinks in and prefers Oldspeak.

6. Winston is at lunch when the message on the telescreen relates the good news about

increases in production, including that the chocolate ration has been raised to twenty

grams a week. What is Winston thinking as he hears this message?

Winston remembers that the previous day the chocolate ration had been decreased to twenty grams. He wonders how all the people manage to believe the lie. He wonders if he is the only person with a memory. Winston wonders if life has always been the way it is now, and why he feels that some things are intolerable. He thinks he must have an ancestral memory that things had once been different.

7. What is facecrime? Give an example.

Facecrime is having the wrong look on one’s face. One’s features are always to be under control. To show surprise or disbelief when a war victory is announced is a facecrime.

8. Who is looking at Winston during lunch? How does this affect him?

The girl with the dark hair is looking at him. Winston is afraid that she is a spy, if not a member of the Thought Police.

9. What is the aim of the Party with regard to male-female relationships and sex?

The Party wants to prevent men and women from forming relationships and loyalties that it might not be able to control. It wants to remove all pleasure from the sexual act.

10. What is the Party’s policy on marriage, divorce, and children?

The Party approves all marriages. If the couple seem physically attracted to one another, the Party does not allow the marriage to take place. The only reason for sexual intercourse is to create a child. Divorce is not allowed. Separation is encouraged if there are no children.

**Section One: VII, VIII**

1. Where does Winston think hope lies? Why?

He thinks hope lies in the proles. Since the proles make up eighty-five percent of the population of Oceania, they could come together to destroy the Party. He does not think the Party can be overthrown from within.

2. What is the Party belief about the proles?

The Party sees the proles as natural inferiors who must be kept in subjection. They should not have strong political feelings. They do not need to be indoctrinated in Party ideology. They only need enough patriotism to make them accept whatever the Party offers.

3. Describe the one time that Winston held real evidence of an act of falsification.

Once when he was in the Chestnut Tree Café, Winston saw three men who had been arrested, confessed, and reinstated in the Party. A little while later they were arrested. They confessed

again and were killed. About five years later Winston found a newspaper article with photo of

the men at a Party function. The date of the article was the same as the date the men said they

were in Eurasia betraying the Party. Winston realized the confessions had to be false. He destroyed the newspaper article.

4. What bothers Winston the most, along with the sense of nightmare?

He is bothered because he does not clearly understand why the falsifications take place. He wonders if he is a lunatic.

5. What bothers Winston more than the thought that he might be a lunatic?

The thought that he might be wrong bothers him more.

6. What is the heresy of heresies? Why is that terrifying to Winston?

The heresy of heresies is common sense. It is terrifying to Winston that the Party

might be right in its ideas.

7. For whom does Winston realize he is writing his diary? Why?

He is writing for O’Brien because he thinks O’Brien is on his side.

8. What is the final, most essential command of the Party?

The Party tells people to reject the evidence of their eyes and ears.

9. What does Winston write in his diary?

He writes: Freedom is the freedom to say that two plus two make four. If that is granted, all else follows.

10. Describe what happens when Winston goes to the antique shop, and who he sees when he comes out.

He buys an old paperweight that has a piece of coral in it. Then Mr. Charrington shows him the room above the shop. Winston realizes there is no telescreen. Mr. Charrington tells Winston the part of an old nursery rhyme. When he leaves the shop he sees the girl from the Fiction Department. He thinks she is following him.

**Section Two: Chapters I, II, III, IV**

1. Describe what happens when the girl with the dark hair falls on the floor.

Her arm is in a sling. She falls near Winston, and he helps her up. While he is helping her up she slips a note in Winston’s hand.

2. What does the note say?

I love you.

3. How does Winston feel about the message on the note?

He is stunned and finds it hard to concentrate on his work for part of the day. He feels a desire to stay alive. That night in the dark he thinks about ways to meet with the girl. Then he becomes afraid that he might lose her.

4. Describe their next meeting.

It takes place at lunchtime in the canteen a week later. Winston sits at her table and they are able to arrange a meeting in Victory Square for that night.

5. Describe their meeting in Victory Square.

They stand next to each other and watch a parade of prisoners go by. They do not look at each other. The girl gives Winston directions for a place to meet the following Sunday. They manage to hold hands for about ten seconds.

6. What emotions does Winston feel at first when the girl puts her arms around him? What emotion didn’t he feel?

He feels incredulity and pride. He does not feel any physical desire.

7. What is the girl’s name?

Julia.

8. Winston asks the girl what attracted her to him. What is her answer?

She says there is something in his face that shows he does not belong. She knew right away that Winston was against the Party.

9. What does the girl tell Winston about her attitude toward the party?

She hates the Party. She says the Party wants to stop people from having fun, so she breaks the rules whenever she can. She has no interest in Party doctrine. However, she always acts interested in the Party and participates in many activities.

10. Summarize Julia’s explanation of the meaning of the Party’s sexual puritanism.

Doing without sex created a kind of hysteria in the people. When people are able to have sexual relationships they use up energy and are happy. Then they are not interested in the Party. So keeping sex away from the people enables the Party to create fear and hatred.

11. According to Winston, how has the Party used the instinct of parenthood?

Parents are still encouraged to be fond of their children. However, the children are taught to spy on their parents, creating an arm of the Thought Police in every home.

12. What does Winston do the next time he visits the little shop? Why?

He rents the room above the shop. He plans to use it for a private place for himself and Julia.

13. What does Julia bring to their meeting?

She brings luxuries that only the Inner Party members have: real coffee, sugar, and milk. She also brings and puts on makeup and perfume that she got from a prole store.

14. How does Winston react when he sees the rat?

He gets pale and tells Julia he does not like rats. He thinks of a recurring nightmare that he has.

**Section Two: V, VI, VII, VIII**

1. Who has vanished?

Syme

2. How has Winston changed since he started coming to the little room with Julia?

He has gained weight, he is not coughing, and his varicose ulcer has gone down. He does not drink gin. He does not have any urge to make faces at the telescreen or curse.

3. What do Winston and Julia realize about their relationship?

They know it cannot last.

4. What does Winston realize from talking to Julia about things he remembers?

He realizes that it is easy to look like one was supporting the Party when one has no idea what was really going on.

5. Describe the meeting between Winston and O’Brien.

They meet in a hallway in the Ministry. O’Brien compliments Winston on his writing. He mentions Syme’s work but not his name. This reference seems to Winston to be a signal or code word that he and O’Brien are accomplices in thoughtcrime. O’Brien offers to loan Winston a copy of the Eleventh Edition of the Newspeak dictionary and gives Winston his address in full view of a telescreen.

6. What does Winston think this meeting means?

He thinks the meeting means that the conspiracy against The Party is real and he has reached it. He also thinks it will mean his death.

7. What does Winston tell Julia the real betrayal will be when they are caught?

He says the real betrayal will be if they can be made to stop loving each other.

8. How does Winston say they can beat the Party?

He says if they can feel inside that staying human is worthwhile they will have beaten the Party.

9. Describe the meeting between O’Brien, Julia, and Winston at O’Brien’s apartment.

Winston asks if Goldstein and the Brotherhood are real. O’Brien tells them it is, and that he is part of it. They say they want to join. O’Brien says they won’t see any changes in their lifetime. He tells Winston how he will receive a copy of Goldstein’s book.

10. What does O’Brien know that surprises Winston?

O’Brien knows the last line of the rhyme that Mr. Charrington had started telling him.

**Section Two: IX, X**

1. Why is Winston working such long hours?

The enemy has changed from Eurasia to Eastasia, so all of the literature has to be rewritten.

2. According to The Book, what is the aim of modern warfare (in accordance with the principles of doublethink)?

The aim of modern war is to use up products but not raise the standard of living.

3. According to The Book, what is really going on with the war, and why?

The superstates are not really fighting with each other. The powers of each superstate are really warring against their own people to keep the structure of the society intact.

4. While Winston is reading Chapter 1 of The Book, he stops for a minute. Why does he stop reading?

He stopped reading to appreciate the fact that he was reading in comfort and safety, without feeling nervous, and with no telescreen watching him.

5. How is the current government different than any previous governments? What invention enables it to be like this?

The current government is able to watch all the citizens all the time because of the invention of the two-way telescreen. Previous governments were not able to watch the citizens all of the time.

6. Explain the organization of the Party.

Big Brother is at the top, followed by members of the Inner Party. The Outer Party comes next, followed by the proles.

7. Explain the concept of doublethink.

Doublethink is the ability to have two opposite or contradictory thoughts at the same time, and accept both of them. People who practice doublethink are able to tell lies and believe them or forget about facts that they don’t need. They deny objective reality while they are aware of that same reality.

8. What is the one thing that Winston and Julia know they will never do together?

They will never have a child together.

9. While Winston and Julia are in the room, he says, “We are the dead,” and Julia repeats the phrase. What happens next?

They hear another voice say, “We are the dead.” The voice is coming from behind the picture, as there is a hidden telescreen. The Thought Police come into the room and captured them.

10. What does Winston discover about Mr. Charrington?

He is a member of the Thought Police.

**Section Three: Chapters I, II**

1. Where is Winston as this section of the novel opens?

He is in the Ministry of Love.

2. What is Winston Smith’s number?

6079

3. Who is brought into the cell with Winston and why does he think he is there?

Ampleforth is brought in. He thinks it was because he let the word “God” stay at the end of a sentence of a poem he was rewriting.

4. Who is brought into the cell next and why? Who denounced him? How does he feel about the arrest?

Parsons is brought in for committing thoughtcrime. His daughter had denounced him for saying, “Down with Big Brother.” He tells Winston he must have been guilty and was glad the Thought Police had stopped him before it went any further.

5. What is the number of the room where the guards take some of the prisoners? How do many of them react to this?

They are taken to Room 101. Many of them react with fear.

6. Who comes into the room next? What does Winston discover about this person?

O’Brien comes in and Winston discovers that O’Brien is a Party member, not a member of the Brotherhood, and has betrayed him.

7. Describe what is happening to Winston in Section Three: Chapter II, and who is doing this.

Winston is being tortured by O’Brien. O’Brien says Winston is insane and he (O’Brien) will cure Winston.

8. What does O’Brien tell Winston about Big Brother, the Party, and the Brotherhood?

Big Brother and the Party both exist. Winston will never know if the Brotherhood exists.

9. What is the last question that Winston asks O’Brien in Chapter II? What is O’Brien’s answer?

Winston asks, “What is Room 101.” O’Brien answers that Winston already knows what is in Room 101, as everyone knows.

10. Does Winston betray Julia in either of these chapters?

O’Brien tells Winston that Julia has betrayed him, but the reader has no evidence of this yet.

**Section Three: III, IV, V, VI**

1. According to O’Brien, what are the three stages of Winston’s reintegration?

Learning, understanding, and acceptance.

2. What does Winston find out about The Book?

O’Brien wrote part of The Book.

3. Winston learns why the Party seeks power. What is the reason?

The Party wants power just to have power.

4. How has Winston changed physically during his imprisonment? What does he do after he sees himself in the mirror?

He is now stooped over and very thin, and his skin looks gray. He is partly bald, covered with scars and wounds. After Winston looks in the mirror, he collapses on a small stool and cries.

5. What is Winston’s answer when O’Brien asks, “Can you think of a single degradation that has not happened to you?” How does O’Brien respond?

Winston replies that he has not betrayed Julia. O’Brien agrees.

6. While Winston is exercising himself in Crimestop, he calls out, “Julia! Julia! Julia, my love! Julia!” What does this show about him? What happens to him as a result? Include his conversation in the room with O’Brien.

His cries show that he is obeying the Party but he still hates the Party. He realizes that he will have to undergo reeducation all over again. O’Brien comes into the room and asks how Winston feels about Big Brother. Winston replies that he hates Big Brother. O’Brien orders Winston to be taken to Room 101. He tells Winston he must learn to love Big Brother.

7. According to O’Brien, what is in Room 101 in general? What is this for Winston in particular?

The worst thing in the world is in Room 101. For Winston, this is rats.

8. Describe the scene with the cage. Tell what is in the cage. Tell the outcome of the scene.

The cage is a kind of face mask that has two rats in it. O’Brien tells Winston he will put the mask on Winston’s face unless Winston does what is required of him. Winston asks what he is to do, but O’Brien does not answer. As the mask is closing on his face, Winston screams that O’Brien should put the mask on Julia instead. This is what O’Brien wants; for Winston to betray Julia. The Party has succeeded .

9. Describe what happens when Winston and Julia meet after they have been released. Include the verse that Winston hears.

They admit that they have betrayed each other and that they don’t feel the same about each other anymore. The voice that Winston hears is singing, “Under the spreading chestnut tree/I sold you and you sold me.”

10. What is Winston thinking at the end of the novel?

He realizes that he has won the victory over himself. He now loves Big Brother.

**Appendix, Afterword**

1. What is Newspeak and what is its purpose?

Newspeak is the official language of Oceania. It has been created to meet the needs of Ingsoc. Newspeak provides a way to express the views of Ingsoc and to make all other types of thought impossible.

2. Explain what is in the A vocabulary of Newspeak.

The A vocabulary is the words needed for everyday life, such as eating, drinking, working, getting dressed, and riding in vehicles. There are not as many words as there are in current-day English. Each word expresses a simple thought involving a concrete object or physical action.

3. What two things about the grammar of Newspeak are peculiar?

First, the parts of speech are almost completely interchangeable. Any word can be made negative by using the affix un-. Words can be strengthened by using the affixes plus- or doubleplus-. Affixes including ante-, post-, up-, and down- can be used. Second, the language is very regular, with all inflections following the same rule.

4. Explain what is in the B vocabulary of Newspeak. Give examples.

The B vocabulary contains words that are used for political purposes. These words force a certain mental attitude on people. These words are all compound words. Miniluv, Minitrue, Minipeaceful, Oldthinkers, and unbellyfeel are some examples.

5. What aspect of the B vocabulary outweighs almost all others?

Euphony outweighs almost all other considerations. The use of the short, clipped words create monotonous speech. This is what the Party wants.

6. Explain what is in the C vocabulary of Newspeak. Who uses this part of the language? For what is there no word? Why?

The C vocabulary has scientific and technical words. Only scientific or technical workers use it, but they only know the words for their own specialty. There is no word for “science” because the meaning is covered by the word Ingsoc.

7. Describe duckspeak.

Duckspeak is the kind of speech that Newspeak aims to produce. It is a style of talking that sounds like the quacking of a duck, with the sounds coming from the larynx and as far removed as possible from thinking with the brain.

8. According to the Afterword, what are the mood and warning expressed in the novel *1984*?

The mood is near despair over the future of man, and the warning is that “unless the course of history changes, men all over the world will lose their most human qualities, will become soulless automatons, and will not even be aware of it.”

9. With what real concept from the era around 1961 does Orwell connect the dictatorial society in *1984*?

He connects the society in 1984 with atomic war.

10. In the Afterword, what point about doublethink is made?

When doublethink is used successfully, the person thinks the opposite of the truth.

11. According to the Afterword, what warning is Orwell giving anyone who reads *1984*?

Orwell is warning us that there is a danger in creating a society of automatons who have lost the ability to love, think critically, and be individuals. The worst result of this society is that doublethink has created a situation where the people don’t even realize what they have lost.

*Brave New World*

**Utopia**: a perfect world

**Dystopia**: a world that seems perfect on the outside, but is actually a hell within.

**Before Reading Questions**

What are the greatest problems facing our state right now?

Our country?

The human race?  
  
Can anything be done about these problems? Is anything being done?

What would have to happen in order to solve these issues? Do you see them being solved?

**ALLUSIONS TO HISTORICAL FIGURES**

Bernard Marx –

\* Karl Marx was a German socialist who believed that the fundamental factor in the development of society is the method of production and exchange----COMMUNISM

Lenina Crowne –

\* Nikolai Lenin was a Russian socialist who had tremendous influence in the formation of the U.S.S.R.

Benito Hoover –

\* Benito Mussolini – Italian dictator

\*Herbert Hoover – U.S. President 1929-1933

\*J. Edgar Hoover – Director of the FBI 1924-1972

Polly Trotsky (ch. 3) –

\*Leon Trotksy – Russian revolutionist and Soviet statesman who was Lenin’s right-hand man

Ford –

\*Henry Ford – American automobile designer; manufacturer of the “Model T” and had the first modern assembly line

**As you read the novel, answer the following questions on a separate piece of paper.**

**CHAPTER ONE**

1. What is the motto of the “new world”?
2. What is the tone of chapter one? How do you feel while reading it?
3. What three steps are involved in creating a human at the Central London Conditioning and Hatchery? Describe them.
4. Describe Bokanovsky’s Process. What is its goal? Why?
5. What is Podsnap’s Technique? What is its goal? Why?
6. What are the five classes of people? Why does the brave new world need a caste system?
7. How are lower class citizens predestined to enjoy their jobs? What are “things” that are done to embryos to ensure affinity to their jobs?

**CHAPTER TWO**

1. What is Neo-Pavlovian Conditioning? What is its purpose?
2. What is wrong with books and flowers?
3. What does hypnopaedia teach? What does it not teach?
4. What is Elementary Class Consciousness?
5. What caste do the students that are taking the tour belong to?
6. What is the deal with Ford? Who is he? Why is he picked by the author to begin the future?

**CHAPTER THREE**

1. What are the women discussing? How has Lenina been behaving abnormally?
2. What are the children doing in the garden?
3. What is Mustapha Mond discussing in his lecture?
4. Describe the conversation between Henry Foster and the Assistant Predestinator for the Center.
5. Describe Bernard Marx’s soliloquy.

**CHAPTER FOUR**

1. How do the men feel about Lenina?
2. How does Lenina not fit into the society? What does she feel that is different?
3. Why/How does Lenina embarrass Bernard?
4. How do Bernard and Lenina’s reactions to the rooftop differ?
5. Whom is Lenina meeting?
6. What do you think of Bernard after we are shown a lot of his personality in this chapter?
7. Why does Bernard feel so self-conscious? Who does he especially feel self-conscious around?
8. Bernard is not completely conditioned. How do we know this?
9. Describe Helmholtz Watson. Why are he and Bernard alike?
10. What does Helmholtz do for a living? What does he want to do?
11. At the end of the chapter, what does Helmholtz dislike about Bernard?
12. In your opinion, what are some issues the author, Aldous Huxley is satirizing thus far?

**CHAPTER FIVE**

1. What happens to the members of the Brave New World when they die?
2. What point do Lenina and Henry make about equality in this scene?
3. What do they do on their date?
4. In Part 2, Bernard attends his bi-monthly Solidarity Service, the Brave New World’s version of church. In many ways it is like a religious service, but in a few ways it is definitely not. Describe the solidarity service.
5. What is wrong with Morgana  Rothschild? Notice how Bernard obsesses about this!
6. Read the words of the three hymns. What do they all have in common?
7. Bernard tells two lies in this chapter. What are they?
8. What happens at the end of the service?

**CHAPTER SIX**

1. On Bernard’s date with Lenina, what behaviors of his seem extremely odd to her? There are 6.
2. After their date, what does Bernard think of Lenina as?
3. What does Bernard tell Lenina he wants to feel?
4. When Bernard goes to get his permit signed to go to the New Mexican savage reservation, how does the director treat him at first?
5. Why and how does this change?
6. How does the director threaten Bernard?
7. How does Bernard react to this?
8. Why is Bernard suddenly panicky as he is waiting to have the reservation permit signed?

**CHAPTER SEVEN**

1. Where do Bernard and Lenina go at the start of this chapter?
2. What doesn’t Lenina like?
3. Who horrifies her? Why?
4. How is the aging process prevented in the utopia?
5. What offends Lenina that Bernard defends outrageously?
6. What did the drumbeats remind Lenina of?
7. Describe the ceremony Lenina and Bernard watched.
8. What do we learn about the young man as we meet him?
9. What does Bernard learn about John’s parentage?
10. What caste had Linda been in?
11. How does Linda compare life on the reservation to life in the Utopia?

**CHAPTER EIGHT**

1. In this chapter, Bernard asks John to recollect his life on the reservation. What does John remember?
2. Who did John hate as he was growing up?
3. What book became John’s most important learning tool?
4. How does John’s developing persona seem to be drawn in different directions?
5. What had been the ultimate rejection in John’s life?
6. How does Bernard identify with John?
7. What did John do as his own “Rite of Manhood?”
8. Why does John ask Bernard if he is married to Lenina?
9. What reaction to that question do both Bernard and John have?

**CHAPTER NINE, TEN AND ELEVEN**

1. What is meant by a “Soma Holiday”?
2. Early in chapter nine, when is John twice reduced to tears?
3. What does John do in Lenina’s quarters?
4. Back in London, why has Tomakin summoned Bernard to the fertilizing room?
5. In this scene, how does Bernard upset and humiliate Tomakin?
6. Following the above question, what does Tomakin do?
7. How does London react to John?
8. How does London react to Lenina?
9. How does London react to Bernard and how does he handle this?
10. How are Utopian children prepared for death?
11. What is the reaction of the “Savage” to the “feelies” he and Lenina attend?
12. How is Lenina VERY surprised at the end of Chapter 11?

**CHAPTER THIRTEEN**

1. Why does Lenina get so angry with Henry and Fanny?
2. What advice does Fanny give Lenina concerning John?
3. How does John’s love confession prove his naiveté to the ways of the world?
4. Why does John react as he does when Lenina reacts how we would expect her to?
5. Is there anyway John and Lenina could be together? Why or why not?

**CHAPTER FOURTEEN**

1. How does the treatment of dying “fit” with the morals of the Brave New World?
2. How are the Delta twins conditioned in regards to death? How is this fitting?
3. How does John react to the twins?
4. Linda dies in this chapter. Describe, with as much detail as possible, the atmosphere of the hospital, the actions of the people John encounters there, and John’s feelings and actions.

**CHAPTER FIFTEEN AND SIXTEEN**

1. In Chapter 15, who does John liken to “maggots?”
2. In the hospital, what does John attempt to do in order to truly establish a “Brave New World?”
3. When/Why was Bernard standing “in agony of humiliated indecision?”
4. How did the riot squad calm the crowd?
5. At the end of the “riot” what, exactly, happens to John, Bernard, and Helmholtz?
6. What explanation does Mond give for all Utopians not being decanted as Alpha-double-plusses?
7. What was the Cyprus Experiment?
8. Why does Mond think that it would not be a punishment to be banished?

**CHAPTER SEVENTEEN AND EIGHTEEN**

1. Describe the confrontation between Mond and John. What has been sacrificed in the “brave new world?”
2. John contends that you must have extremes of suffering and delight. Explain his view.
3. The Utopians have Violent Passion Surrogate put in their system once a month. What is the purpose of this?
4. Mond points out that John is claiming the right to old age, senility, disease, poverty, hunger, torment, fear, and pain. What is the Savage’s reaction to this?
5. In chapter 18, what is the plan for Helmholtz and Bernard?
6. What does John plead with the Controller? What is Mond’s response?
7. Where does John go? Describe his plan of existence.
8. How is John’s “perfect world” upset?
9. After John’s recollections of Lenina’s beauty, how does he react?
10. What happens when the cameraman begins to make a feely film of John’s self-torture?
11. Describe the way John treats Lenina when she arrives.
12. Discuss John’s participation with the crowd. What happens?
13. How does John repent for his acts?

References

*1984* Quote Analysis Activity (Teachers Pay Teachers)

http://www.teacherspayteachers.com/Product/1984-Quote-Analysis-Activity-658678

Finnigan, S. (n.d.). Brave New World Final Test. Retrieved December 2, 2014, from http://www.teacherspayteachers.com/Product/Brave-New-World-Final-Test-1053468

*Harrison Bergeron* [Motion picture]. (1995). Republic Entertainment.

Huxley, A. (1946). *Brave New World*. New York: Harper & Bros.

NCTE / IRA Standards for the English Language Arts. (1998, January 1). Retrieved November 17, 2014, from http://www.ncte.org/standards/ncte-ira

Orwell, G. (1950). *1984*. New York, NY: New American Library.

Study Questions & Essay Topics. (n.d.). Retrieved November 16, 2014, from http://www.sparknotes.com/lit/bravenew/study.html

Vonnegut, K. J. (n.d.). *Harrison Bergeron*. Retrieved from http://www.tnellen.com/cybereng/harrison.html